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ABSTRACT

Consumer education and the differentiation between wants and needs is the focus of the third unit of the second grade Focus on Inner City Social Studies (FICSS) series (see SO 008 271). Activities center around five topics -- sources of income, how we know what to buy, how we develop wants, how we decide what to buy, and how we get more for less. The unit also discusses advertisements, businessmen and manufacturers, making choices, and students as consumers. The unit makes students become aware of the pressures of buying, in the hope of making them intelligent consumers. The format of the unit begins with an introduction; essential source materials to teach the unit; knowledge, skill, and behavioral objectives; and supplementary student and teacher resources. (JR)

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GREEN POWER: WANTS AND NEEDS

GRADE TWO, UNIT THREE

2.3

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

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(Focus on Inner City Social Studies)
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INTRODUCTION

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in hiw own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

*Information taken from a monograph, by Dr. Melvin Arnoff.

INTRODUCTION TO UNIT 2.3

In the previous units of this grade the focus was upon the wise utilization of our financial resources to enable us to best provide for our needs in clothing and housing. Too, the pupils studied some of the social aspects of both of these topics including the sources of clothing and the need for public housing and urban renewal.

In this unit the students are encouraged to differentiate between wants and needs. This is necessary if they are to make intelligent choices concerning the acquisition of both. Too, they should also be aware of the pressure being exerted upon them to be constant, if not intelligent consumers. If they are not to be duped out of their resources, they must learn to recognize the consequences of buying one article and thus being unable to buy others.

Being able to use money wisely is one way to gain flexibility within the system. Spending with little reflection, on the other hand, may cause the individual to become a slave to unrecognized or uncontrolled wants. Thus, the need for unit 2.3.

MINIMUM ESSENTIAL MATERIALS

	Resource	
Books:		
1.	Money Isn't Everything. Kathlyn Gay Illust., Dell, 750 Third Avenue, New York, N.Y. 10017	$ 3.25
2.	Earning Money. Rossomando, et al. Franklin Watts, 136 W. Main Street, Norwalk, Ohio 44857	2.95
3.	Spending Money. Rossomando, et al. Franklin Watts, 136 W. Main St., Norwalk, Ohio 44857	2.95
4.	How People Earn and Use Money. Benefic Press, 10300 W. Roosevelt Rd., Westchester, Illinois 60153 #054221	2.20
5.	What Money Can Do. Jane Barr Whitman, New York, 1967	2.25
	TOTAL	$13.60

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OBJECTIVES

Knowledge

The pupil will know that:

1. Needs are those things which everyone must have in order to survive.
2. Primary among such needs are food, shelter, and clothing.
3. Wants are the things which everyone desires to have but which are not necessary to survival.
4. Wants and needs both have a cost involved in getting them.
5. No one can get everything he wants, all the time.
6. Some people cannot satisfy all their needs, let alone their wants.
7. Most people must make choices about which to satisfy first, wants or needs.
8. Many people must make a choice about which need to satisfy.
9. Choices often involve quality vs. quantity.
10. Choices are often influenced by our group
11. Choices are often incluenced by advertising.
12. Much advertising is done to make you desire things you may not need at all.
13. Advertising uses many propaganda techniques to do this.
14. Advertising costs money. Such costs are usually included as a part of the cost of the goods.

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Objectives (Continued)

15. Wants and needs change as we change and as our surroundings change.

16. Age, sex and income are factors which can change wants and/or needs.

17. Each member of a family has wants and needs and so each is a consumer.

18. Time, style and pride are factors which can change wants and/or needs.

19. Some goods are more durable than others and so last longer.

20. Someone must produce the things that people want and need. These people are called manufacturers or businessmen.

21. Businessmen must produce what people will buy or they will not be able to sell their wares, and so lose money.

22. Everyone must have something to exchange for what they want and/or need. Most often, today, we use money.

23. Barters was a means whereby people exchanged one good for another without using money.

24. Taking better care of what you have is one way to reduce needs.

25. Using a few quality items may give better and longer lasting service than using many inferior items, thereby reducing needs.

26. It may be alright to have wants you can never satisfy; it gives you something to work toward.

Skills

The pupil will be able to:

1. Distinguish between wants and needs.
2. Identify his own needs.
3. Identify his own wants.
4. Establish a list of "need" priorities.
5. List the wants and/or needs of his family, individually and collectively.
6. Identify a number of ways one might satisfy his wants and needs.
7. List some of the advertising "gimmicks", bandwagon, testimonial, etc.
8. Determine the needs of his group through group action.
9. Use newspaper and magazine ads to compare prices and determine the best buys.
10. List ways money is spent by his family to satisfy needs; wants.
11. Differentiate wants from needs if given a list containing both.

Attitudes

The pupil will:

1. Believe that it is in his own best interest to make things last longer, as evidenced by his treatment of his clothes, school books, etc.
2. Want to use his buying power wisely, as evidenced by the way he spends his own monies.

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Attitudes (Continued)

3. Believe that people are more important than things, as evidenced by his treatment of his classmates as worthy of more consideration than his possessions.

4. Appreciate that not all people can satisfy all their wants, as evidenced by his willingness to postpone some of his.

5. Believe that conservation and pollution are matters of interest to himself, as evidenced by his care of his own things and care of his surroundings.

6. Have a correct view of advertising, as evidenced by his reading critically and make sensible choices, while also avoiding impulse "buying" based on trick wording.

7. Appreciate his own family situation, as evidenced by his willingness to reduce his demands for "wants".

8. Believe that wants and needs are not the same, as evidenced by his changing certain of his requirements or demands.

9. Alter his value structure to comply with reality, as evidenced by his willingness to abandon "style" or "fads" and prefer utility and serviceability.

Behavior

The pupil will:

1. Cooperate in group projects.

2. Carry out his committee assignments.

Behavior (Continued)

3. Take an active part in class activities.

4. Modify his behavior to assume the role of leader or follower.

5. Assume his share of individual responsibility.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
1. Introductory Activities A. To introduce the pupils to the unit. B. To interest the pupils in an investigation of Green Power - Wants/Needs. C. To stimulate questions.	1. Bulletin Board Have arrangement of various pictures, advertisements, etc. Ask children to list or otherwise identify the things they would most like to have. Ask them to do the same with the things they need. Keep the lists for comparisons at the end of the unit. 2. Classroom Setting Arrange realia so that the children can handle and inspect the articles. Ask them to do lists as in No. 1 above. Look for differences and/or similarities. 3. Wants Ask children to bring in a picture, an ad describing, or the real article, of something they have wanted to do very much. 4. Role Plays A. Have the children role play a situation in which the child goes to the store with 10¢ and sees something he wants for 25¢; what should he do? B. Have children role play a situation in which one child sees another with a new bicycle which he admires and wants but for which he has no money: what should he do? C. Prepare (or have the class prepare) commercials in which the listener is being implored to purchase something or other. Ask the class what their reaction to the commercials were. D. Create a situation in which two children have the same item for which one child paid less than the other. Help the class to generate questions concerning how this was possible? Where could such purchases be made? Do you really want this item?	Pictures of many kinds from newspapers magazines, etc. They should be pictures representative of the wants and needs of many different people. Realia of any kind to illustrate as above.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
II. Raising Questions A. To develop an outline of the unit content. B. To get the students involved. C. To develop an overview of unit content.	Procedure: At the conclusion of the initiating activities, the teacher must attempt to elicit certain information and responses from the students. The limited experiences at this grade level might indicate that a large share of such information must come as a result of the teacher asking and children answering. Answers could be put on the chalkboard or an a short paper and be made into a "We Want To Know" story. The teacher should use pictures wherever possible to facilitate understanding. Some possible questions children might ask are: 1. Where do we get money to buy things? 2. How do we know what we can buy? 3. How do we learn to want certain things? 4. How do we decide what we are going to buy? 5. How can we get more things for less money?	

STRATEGY	LEARNING ACTIVITIES	MATERIAL
III. Categorizing Questions	It is a practical impossibility to categorically predict the questions which children may ask. The teacher should be prepared to accept any questions and then to assist students to categorize them. The organization found here should be considered as only one way which could be used. 1. Committee A -- Sources of Income-- 2. Committee B -- How Do We Know What To Buy?-- 3. Committee C -- How Do We Develop Wants?-- 4. Committee D -- How Do We Decide What To Buy?-- 5. Committee E -- How Do we Get More For Less?--	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
IV Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach but they believe it is of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they do recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons. 3. How to find information.	A. Tasks of Committees 1. Organize committee a. Random choosing by teacher or students. b. Students rank choices on slips of paper. c. Student's choice on basis of their interest in subject matter to be explored. d. Using sociograms to achieve balance within a committee (may be homogeneous or hetergeneous) e. Number selection- students in the class room count off, 1, 2, 3, etc. All 1's on committee, all 2's second committee, etc. 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.	

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AN OUTLINE OF A
TEACHING STRATEGY INCORPORATED

PHASE	PURPOSE
I. Introduction	Motivation of students
II. Raising Questions	Listing students' questions
III. Categorization of questions by students	Organization of ideas. Experience in critical thinking.
IV. Forming and Instructing Committees	Grouping for social or psychological ends. Placement of responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors or leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE		PURPOSE
V.	Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI.	Committee Reports	To develop and rehearse the presentation to the class.
VII.	Perspective and Overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII.	Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX.	Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
		To gain further perspective and to enhance recall.

STRATEGY	LEARNING ACTIVITIES
IV. Formation of and instructions to Committees (Continued)	The inexperience of the student at this age level will of necessity mean that the teacher will have to improvise, expecially in this section. It should not be assumed that rigid adherence to the content letter is to be desired, much less expected. The students will need much help in forming committees, working in groups, etc. The following section is meant as a tool, not as a directive.

STRATEGY

LEARNING ACTIVITIES

SUGGESTED INFORMATION RETRIEVAL ACTIVITIES

Inexperience may inhibit both students and teacher at this point. For this reason there follows some suggested reporting activities. This is neither an exhaustive nor an inclusive list. Only the individual teacher will know which of these (if any) can be adopted, adapted or rejected for any particular group of students. The user should feel free to add, delete or modify any or all of the activities. This is mereiy a listing to provide a springboard for thinking.

1. Use pictures from magazines or newspapers to illustrate what goods and services people can buy with their income.

2. Have children make a list of the things their families have bought within the last week. Identify who used the items. Lead to generalizations that all people are consumers.

3. Have children keep a record of how they have spent their spending money during the past week.

4. Make a list of what is spent in their home for consumption goods - see if they can find pictures to go along with the goods.

5. Have children role play the part of a salesman trying to sell his product.

6. Have children bring in a small object and use barter to see if they can get something else someone else has that they want.

7. Make charts - title: All People Are Consumers.

STRATEGY	LEARNING ACTIVITIES
V. Information Retrieval	8. Use a chart-like arrangement of goods and services to emphasize the choices that a family must make when it spends its income. 9. Have each child choose a different worker as a subject of a picture story. a. Mr. Green, a storekeeper. b. Mr. Smith, a bus driver. c. Mr. Green's family must have these goods. d. Mr. Smith's family must have these goods. e. Mr. Green's family would like to buy these goods. f. Mr. Smith's family would like to have these goods. g. Put all stories and pictures into a booklet. 10. Draw pictures. a. I need a home b. I need clothes c. I need food 11. Draw or cut out pictures of people who perform a service of produce goods. Make a chart by classigying the pictures under: a. Goods b. Services 12. List occupations--doctor, nurse, baker, on 5x7 cards; have children take the cards to pupils with signs marked goods or services. 13. Many types of creative writing can be done on topics related to the children's needs and wants.

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STRATEGY	LEARNING ACTIVITIES
V. Information Retrieval	14. In the process of getting acquainted with services of the neighborhood, the children could list the features which they wish could be changed or improved and those they think are desirable.
	15. Riddle game - guess the propaganda technique used in a particular commercial or ad.
	16. Develop a mural - "Wants Change As We Grow".
	17. Make a chart with two headings: a. Services That Come To Our Homes b. Services That We Must Go Out To Get
	18. Make illustrations of how wants change, or have each child bring a picture of something he wants. Mount each picture, put date and name on it. Put it away for a period of two weeks. Later ask each child to bring another picture of something he wants. Mount and discuss change in wants.
	19. Draw picture or do plays to show that we often want things less when we have more of them: One child is happy over a new birthday bike, another is heartbroken (he had three bikes already).

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Sources of Income	I. Family Sources A. Employment 1. Skilled (doctors, lawyers, scientists) 2. Semi-skilled (production lines, salesmen, nurses) 3. Unskilled (sweepers, clerks, domestics) There are many other jobs which mothers and/or fathers do to earn money. The students may want to tell what their parents do. Jobs may be full or part-time, and may be seasonal. B. Non-Employment 1. Welfare a. Aid for dependent children b. Relief payments c. Old age payments 2. Retirement a. Social Security b. Industry supplements c. Insurance programs II. Personal Sources A. Employment 1. Laws limit the employment of young people to mostly chores. a. Cutting grass b. Baby sitting c. Doing dishes d. Shining shoes e. Clean-up jobs f. Etc. (class suggest others)	Pictures of people engaged in various jobs.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Sources of Income (Continued)	2. Allowances are sometimes given by parents or relations. This may be good if it is related to an obligation to do something in return. Good, honest work is a good thing and no one should be ashamed of having to work. B. Non-Employment 1. Allowances may be given with no work expected in return. 2. Social security payments are made in case of the death of parents. These are usually made to surviving parents or guardians howev 3. Welfare tickets for purchase of shoes and clothes are a source of income. 4. School lunch programs mean some money is freed for other uses. III. Other A. Legal 1. Inheritance 2. Contest prizes B. Illegal a. Stealing b. Hustling C. There may be any number of areas suggested by students. The teacher should recognize and appreciate such.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B How Do We Know What To Buy?	I. Unorganized Ways A. Family 1. "Browsing" on shopping trips 2. Family discussions. B. Friends 1. We see others with something we like 2. Someone tells us of available goods 3. In either of these cases we desire to have such things also. II. Organized Ways A. Groups 1. Athletic teams require certain purchases 2. Boy or Girl Scouts, etc., may need certain goods. 3. Schools may require special purchases such as gym shoes, uniforms, etc. B. Commercial advertising 1. Producers want to let you know what they have to sell. 2. Radio and TV stations depend on advertising (commercials) for much of their revenue. 3. Newspapers and magazines also charge money for advertising in their publications. 4. Billboards, posters and handbills are other ways of advertising products. 5. The cost of advertising of any kind is usually included in the price of the product. 6. If producers didn't advertise, they might not be able to sell their goods and services.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B How Do We Know What To Buy? (Continued)	7. If producers don't sell their wares, there might not be any jobs. 8. Advertising is a legitimate business practice.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C How Do We Develop Wants?	I. Personal A. Style 1. We want to dress like our friends. 2. We would like to have all the latest fashions. 3. We see what children in other parts of the U. S. and the world are wearing. (movies, TV, news, etc.) 4. There are advantages and disadvantages to following the style leaders. Name some. 5. A fad is a style which is followed for a time with extra zeal. 6. Who sets styles? 7. Do we really need to follow styles? What happens if we don't? B. Preference 1. We like the tried and true. 2. Sometimes the more familar is the more comfortable. 3. We may prefer to be an individual and not follow fashion trends. II. General A. Life situation 1. Economic realities may limit the scope of our ability to satisfy wants. 2. We sometimes learn to substitute other things for what we really want. 3. No one can ever get all the goods they want, all the time. B. Advertising techniques 1. What we see and hear advertised often helps us determine what we would like to have. 2. Some advertising is not good. It attempts to make us want things we don't really need.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C How Do We Develop Wants? (Continued)	3. Some of these things we think we "need" we may never be able to get. This may make us feel badly. 4. Advertising techniques are many and varied. a. "Bandwagon"--The advertiser tries to get you to believe that almost everyone uses his product. b. "Glittering Generalities"--The advertiser tries to get you to believe that his product is the best and has no faults. c. "Card Stacking"--The advertiser only tells you his side of the story and pretends that the other side is wrong. d. "Name Calling"--The advertiser tries to get you to believe that competing products are not as good as his. e. "Transfer"--The advertiser uses things that have no relationship to performance to get you to believe his product can do the best job. f. "Plain Folks"--The advertiser tries to make you think that all the "common" people use his product. g. "Testimonial"--The advertiser pays well known people (sports and movie stars, etc.) to say that they use his product. h. "The Good Life"--The advertiser tries to get you to believe that his product is necessary in order to live well. i. "The Joneses"--The advertiser tries to get you to buy his product just because your neighbors and friends do. (Maybe they don't at all).	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C How Do We Develop Wants? (Continued)	5. It is important to remember that not all advertising is bad. It is very important to us. We need to know what is available, where, and for how much.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D How Do We Decide What To Buy?	I. Economic considerations A. Cost vs. income 1. We may not have enough income to buy all we want or even all we need. 2. Prices of goods help us determine what we can buy. In this way advertising helps us compare. 3. The quality of goods in relation to price is often a determining factor. 4. The durability of goods is an important factor. 5. The utility and/or versatility of a product is often a vital consideration. B. Priorities 1. Everyone needs food, clothing and shelter. These things usually need first consideration. 2. Some goods wear out or are consumed faster than others. Some goods we need every day, others not so often. 3. Our needs and wants change over a period of time. We grow in size and capacity to consume. 4. We all have unlimited wants but there is not an unlimited amount of goods to buy. 5. Some family members may have special needs. (babies, elderly persons, handicapped, etc.) C. Consumption 1. All people are consumers of: a. Goods.--These are products which satisfy our wants and needs. b. Services.--These are works we pay others to do for us.(cleaning, gas stations, drive-in clerks, etc.)	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D How Do We Decide What To Buy? (Continued)	2. All people have wants. These are things we desire but may not really need. 3. All people want goods and services which make life easier, improve health or give pleasure, etc. II. Non-Economic Considerations A. Environment 1. Climate affects the kinds of goods and services people want. Compare Florida or California with Alaska or Ohio. 2. Geography sometimes determines the goods and services people want. Compare Asia and Africa with Europe and North America. 3. Population has an effect on wants and needs. Compare South America and North America or China and Canada. B. Culture 1. Customs of various ethnic groups will help them decide what to buy. (Dashikie, parkas, kilts, etc.) 2. Religion has a voice in some purchases. Most Jews do not buy pork for example. Moslems are not supposed to drink alcohol. What others do you know?	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E How Can We Buy More For Less?	I. Original Purchases A. Value 1. We can only obtain a limited amount of wants and needs. 2. This means choices must be made. We must sometimes choose whether we want many cheap articles or a few expensive ones. 3. This means that impulse buying must be controlled. 4. We must be sure that we receive full value return for the money we spend. 5. We may have to postpone purchases until the "off" season. (buy bathing suits in winter and coats in summer). B. Power of the purchase 1. We must know where and to whom to complain when we do not get fair treatment. 2. Favorite purchases may have to be returned when we do not get fair treatment. 3. We may have to refuse to purchase if prices or values are not fair. (boycott) 4. We may have to enlist the help of family, friends, and neighbors and demand the particular goods we want or need at a fair price. 5. It sometimes helps to let others (newspaper, radio, elected officials) know your problems. 6. We may have to make purchases at places other than first hand department stores. a. Rummage sales.--People donate unwanted articles which are then sold for much less money than new goods.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E How Can We Buy More For Less? (Continued)	b. Trading post or barter -- People get together and trade for what they have too much of, or don't need, for the things they have few of, or do need. c. Flea markets. --Similar to a rummage sale but on a much larger scale. d. Welfare agencies. --The Salvation Army and Goodwill are the two most well known. II. Follow-up Care A. General 1. Repair. --We can repair and mend what we have rather than demand new. 2. Share.. -- We can share what we have with others in our family and be willing to share theirs. (hand-me-downs) B. Personal 1. Care. --We can be sure that we use what we have in the proper way. 2. Attention. ---We can observe and report the beginnings of wear or damage in order that early repairs can be attempted. 3. Invent. --We can adapt some things others discard to our own uses. This applies especially to toys.	

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STRATEGY

VI. Reporting Committee Findings

SOME SUGGESTED REPORTING ACTIVITIES

1. The class may want to put on a puppet show. Puppets can be made from paper sacks and used to dramatize the essential parts of the unit.

2. The class may want to role play in putting on skits showing the various kinds of advertisements and the difference between them.

3. The class may want to have a resource person visit the class. This can be a local businessman who advertises over local media.

4. The class may hold a "hobby" type show in which personal wants are exhibited.

5. A committee may prepare a panel type discussion.

6. Each committee could record (on tape) a brief description of their findings and their activities.

7. The committee could make a chart to illustrate their particular area. They could use pictures from magazines and/or newspapers in this section.

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STRATEGY	LEARNING ACTIVITIES
VII. Overview	
A. To review the questions posed earlier by the class and compare the answers reported by the committees.	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised during the introduction to the unit to determine if all of them have been answered. The major questions will therefore be reviewed and thus a foundation will be laid so that students will be able to go beyond the material studied to arrive at generalizations.
B. To gain a perspective concerning the parts of the unit as well as the broader aspects of it.	Beyond the specific questions raised during the introductory phase, the teacher will need to add some 'big questions', questions which are broader than any specific topic of an individual committee.

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STRATEGY	CONTENT
VIII. Generalizations	1. Money is a medium of exchange, a measure of value.
	2. In a market economy consumer demands for goods and services basically determine what is produced.
	3. Wants can be artificially stimulated or induced, usually through advertising.
	4. Appeals to the individual's psychological needs can induce a desire.
	5. All people want goods and services that make work easier, improve health, provide better homes, give pleasure, provide better education and are entertaining.
	6. The wants of individuals over a long period of time is insatiable.
	7. Limited resources create a conflict with umlimited demand.
	8. Consumer demand depends upon individual preferences, relative strength of preference in comparison to competing wants, level of consumer income, and price.

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STRATEGY	LEARNING ACTIVITY
	SOME SUGGESTED CULMINATING ACTIVITIES
IX. Culminating Activities	1. Display children's pictures, etc. made during the unit. Poems, stories etc., could also be presented to the class. 2. Children may make a mural about material discussed in the unit. 3. Children may put together a book of pictures made and stories written during the unit. 4. Put on a little playlet for parents about "Wants - Needs - Money".

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Books

Barr, Jane. What Money Can Do. New York: Whitman, 1967. $2.25
Simple explanation of how people earn money: how money is used. How man exchanged goods before there was money, what a budget is; the value of saving money and the meaning of interest.

Bate, Norma. Who Built the Bridge? New York: Charles Scribner's Sons, Inc., 1954, $3.50
A simple explanation of the work builders do for a community.

Beim, Jerrold. Shoeshine Boy. New York: William Morrow and Company, 1964, $2.75
Teddy lives in New York City; with the help of his brother, George, he becomes a shoeshine boy. Teaches ways to earn and spend money.

Bendick, Jeanne. The First of Supermarkets. New York: Franklin Watts, 1954, $2.50.
This book contains much relevant material for this unit. Though the individual reading level is high, it could be read to the children and discussed by them.

Duncan, Lois. Silly Mother. New York: The Dial Press, 1962, $1.95
The story of a mother who did many silly things to show her children how she needed their help around the house.

Elkin, Benjamin. The True Book of Schools. Chicago: Children Press, 1960, $2.95
Simple explanation of how schools are run and the people who perform the jobs.

Hein, Al. Money Around the World. New York: Harcourt Brace, 1963, $3.50.
The story of money here and other parts of the world.

Hughes, Shirley. Lucy and Tom's Day. New York: W.R. Scott, Inc., 1964, $2.50.
Story of two children and their money.

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